

James J Davis Elementary

364 Keans Neck Road
Seabrook, South Carolina 29940

Grades	PK-5 Elementary School	
Enrollment	302 Students	
Principal	Larkin Hancock	843-466-3600
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	61	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

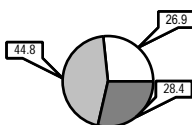
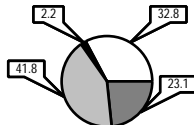
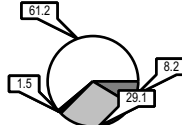
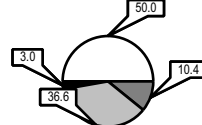
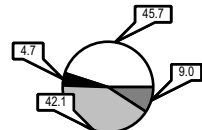
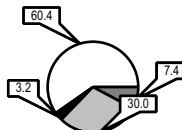
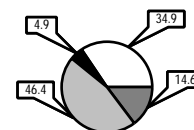
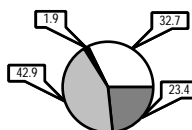
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	150	98.7	26.9	44.8	28.4	0.0	36.6	Yes	Yes
Gender									
Male	81	98.8	34.2	47.9	17.8	0.0	24.7		
Female	69	98.6	18.0	41.0	41.0	0.0	50.8		
Racial/Ethnic Group									
White	4	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	146	98.6	26.9	44.8	28.4	0.0	36.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	136	98.5	23.3	46.7	30.0	0.0	39.2		
Disabled	14	100.0	57.1	28.6	14.3	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	150	98.7	26.9	44.8	28.4	0.0	36.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	150	98.7	26.9	44.8	28.4	0.0	36.6		
Socio-Economic Status									
Subsidized meals	134	98.5	28.8	44.9	26.3	0.0	34.7	Yes	Yes
Full-pay meals	16	100.0	12.5	43.8	43.8	0.0	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	150	98.7	32.8	41.8	23.1	2.2	40.3	Yes	Yes
Gender									
Male	81	98.8	38.4	42.5	16.4	2.7	31.5		
Female	69	98.6	26.2	41.0	31.1	1.6	50.8		
Racial/Ethnic Group									
White	4	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	146	98.6	32.8	41.8	23.1	2.2	40.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	136	98.5	28.3	44.2	25.8	1.7	44.2		
Disabled	14	100.0	71.4	21.4	0.0	7.1	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	150	98.7	32.8	41.8	23.1	2.2	40.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	150	98.7	32.8	41.8	23.1	2.2	40.3		
Socio-Economic Status									
Subsidized meals	134	98.5	34.7	41.5	21.2	2.5	37.3	Yes	Yes
Full-pay meals	16	100.0	18.8	43.8	37.5	0.0	62.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	150	98.7	61.2	29.1	8.2	1.5	9.7
Gender							
Male	81	98.8	65.8	23.3	9.6	1.4	11.0
Female	69	98.6	55.7	36.1	6.6	1.6	8.2
Racial/Ethnic Group							
White	4	100.0	N/A	N/A	N/A	N/A	N/A
African American	146	98.6	61.2	29.1	8.2	1.5	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	136	98.5	57.5	31.7	9.2	1.7	10.8
Disabled	14	100.0	92.9	7.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	98.7	61.2	29.1	8.2	1.5	9.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	150	98.7	61.2	29.1	8.2	1.5	9.7
Socio-Economic Status							
Subsidized meals	134	98.5	61.9	30.5	6.8	0.8	7.6
Full-pay meals	16	100.0	56.3	18.8	18.8	6.3	25.0

Social Studies							
All Students	150	98.7	50.0	36.6	10.4	3.0	13.4
Gender							
Male	81	98.8	52.1	37.0	9.6	1.4	11.0
Female	69	98.6	47.5	36.1	11.5	4.9	16.4
Racial/Ethnic Group							
White	4	100.0	N/A	N/A	N/A	N/A	N/A
African American	146	98.6	50.0	36.6	10.4	3.0	13.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	136	98.5	46.7	39.2	10.8	3.3	14.2
Disabled	14	100.0	78.6	14.3	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	98.7	50.0	36.6	10.4	3.0	13.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	150	98.7	50.0	36.6	10.4	3.0	13.4
Socio-Economic Status							
Subsidized meals	134	98.5	51.7	35.6	9.3	3.4	12.7
Full-pay meals	16	100.0	37.5	43.8	18.8	0.0	18.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	52	100.0	30.8	36.5	32.7	N/A	32.7
	4	59	100.0	30.5	44.1	25.4	N/A	25.4
	5	46	100.0	42.2	55.6	2.2	N/A	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	39	100.0	9.1	42.4	48.5	0.0	48.5
	4	52	96.2	23.9	50.0	26.1	0.0	26.1
	5	59	100.0	40.0	41.8	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	52	100.0	40.4	46.2	13.5	N/A	13.5
	4	59	100.0	33.9	45.8	16.9	3.4	20.3
	5	46	100.0	57.8	37.8	2.2	2.2	4.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	39	100.0	18.2	60.6	18.2	3.0	21.2
	4	52	96.2	32.6	37.0	30.4	0.0	30.4
	5	59	100.0	41.8	34.5	20.0	3.6	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	39	100.0	42.4	51.5	6.1	0.0	6.1
	4	52	96.2	63.0	23.9	10.9	2.2	13.0
	5	59	100.0	70.9	20.0	7.3	1.8	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	39	100.0	33.3	36.4	24.2	6.1	30.3
	4	52	96.2	45.7	45.7	6.5	2.2	8.7
	5	59	100.0	63.6	29.1	5.5	1.8	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 302)				
First graders who attended full-day kindergarten	88.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Down from 2.6%	3.9%	3.0%
Attendance rate	96.3%	Down from 96.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Up from 4.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	Up from 4.5%	5.6%	3.2%
Eligible for gifted and talented	15.4%	Up from 14.9%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.5%	Down from 2.8%	8.0%	8.2%
Older than usual for grade	0.7%	Up from 0.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	59.4%	Down from 61.3%	50.0%	52.6%
Continuing contract teachers	93.8%	Up from 87.1%	77.1%	83.3%
Highly qualified teachers	100.0%	Up from 86.7%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	3.0%	0.0%
Teachers returning from previous year	84.8%	Down from 87.2%	83.0%	87.0%
Teacher attendance rate	94.5%	Up from 92.7%	94.9%	95.0%
Average teacher salary	\$46,908	Up 2.8%	\$40,343	\$41,703
Prof. development days/teacher	14.5 days	Down from 25.0 days	14.3 days	12.8 days
School				
Principal's years at school	5.0	No change	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 15.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	86.3%	Up from 85.5%	88.8%	89.8%
Dollars spent per pupil*	\$10,152	Up 12.4%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	67.7%	Down from 68.8%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an outstanding year at James J. Davis Elementary. Our students have continued to achieve academic gains across all grade levels. We have been implementing the initiatives set forth by the district to ensure the success of our students. My staff and I have been working diligently to make sure that no child is left behind.

James J. Davis Elementary is officially known as the Career Awareness and Entrepreneurship Academy. The curriculum integrates thematic units which provide exploration and enrichment of careers to our students.

Our staff has been instrumental in implementing positive change throughout the school. Several unique programs have been put in place to ensure academic growth and student achievement. Some of the programs that define our school are Reading Recovery, Reach Back and Read Program, and the South Carolina Reading First Initiative. Strategies of Creative Curriculum were implemented in grades pre-kindergarten and kindergarten, while grades 1-5 utilized a strong emphasis on literacy strategies. We have been utilizing the strategies from the South Carolina Reading First which place a strong literacy emphasis on early literacy in grades Kindergarten through third. Our students are encouraged to participate in leadership activities such as Student Council, Character Club, Peer Mediators groups, and School Safety Patrol.

Staff and Professional development has also been a top priority at James J. Davis Elementary. This school year we will engage in TAP (Teacher Advancement Program), a comprehensive research-based school reform model intended to attract, retain, and motivate the best talent for the American teaching profession. It is implemented as a partnership between Milken Family Foundation and sponsoring agencies.

This school year will be the first utilizing MAP (Measuring Academic Progress) assessment in conjunction with PACT, our state standardized assessment. Standardized test scores are used to measure student achievement and measure annual yearly progress. MAP is administered in the fall and spring to grade 3-5. The PACT is administered to grades 3-5 in the spring or each year.

The South Carolina Reading First Initiative incorporates STAN 10 and Dominie assessments to measure academic growth in the primary grades. Parents are called to school for conferences, and the students' test results are discussed and analyzed. The community is committed to Davis Elementary and has been a viable and integral resource for our students. We have recognized our parent and community volunteers during the school awards ceremonies and celebrations.

My primary goal is based on three measures of success: student growth, student learning, and student achievement. With these measure of success in place, my staff and I will ensure that we are providing a positive, supportive, stimulating and nurturing environment that supports our theme of allowing our students to be the center of what we do.

Larkin Hancock, Jr. Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	49	38
Percent satisfied with learning environment	85.7%	87.8%	91.7%
Percent satisfied with social and physical environment	92.9%	85.4%	86.1%
Percent satisfied with school-home relations	88.5%	81.6%	67.6%

*Only students at the highest elementary school grade level at this school and their parents were included.